HIST/LASR 251: Brazil—Continuities and Changes FALL 2018

Contact Information

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Course Abstract

This is a reading and discussion course designed to introduce students to the one of the most important and interesting countries of the modern world: Brazil. Organized chronologically, the course covers five hundred years of Brazilian history from 1500 to the present. Through a loose chronological framework, we will explore changes and continuities in Brazil's economic, political, and social & cultural history.

Course Learning Objectives and Learning Outcomes

1) Students will be introduced to the historical narrative of Brazilian history and to the place of Brazil within global trends after 1500.

2) Students will read primary sources pertaining to Brazilian history and secondary sources written by historians

3) Students work with Digital Humanities through a project based on the *imagineRio* platform

4) Students will become familiar with the major issues facing Brazil today

Required Texts and Materials

Duffy & Metcalf, *The Return of Hans Staden.* Johns Hopkins University Press, 2100; Paperback ed. **ISBN-13:** 978-1421403465.

Antonil, *Brazil at the Dawn of the Eighteenth Century*. Tagus Press, 2012. **ISBN-13:** 978-1933227443

Graham, *Caetana Says No*. Cambridge University Press, 2002. Paperback ed. **ISBN-13:** 978-0521893534

Manuel Antonio de Almeida, *Memories of a Militia Sergeant*. Oxford University Press, 2000. **ISBN-13:** 978-0195115505

Francisco Vidal Luna and Herbert Klein, *The Economic and Social History of Brazil since 1889* Cambridge University Press, 2014. **ISBN-13:** 978-1107616585

The Mechanism, 2018. Eight-part series available on Netflix: *The Mechanism*.

Exams and Papers

2 hour-long exams

1 five-page paper, serving as the course final exam

1 poster or powerpoint

Map Quiz

Grade Policies

2 hour-long exams	25% each
1 five-page paper	20%
1 Poster, Prezi, or Powerpoint	20%
Attendance and participation	10%

The Map Quiz is pass/fail and does not count in the final calculation for the course grade. However, all students must pass the Map Quiz and may repeat as many times as is necessary.

All of the above is covered by the Rice honor code.

All late work will receive a late penalty.

Absence Policies

Attendance at all class meetings is required. Exceptions can be made for the following reasons: illness, family emergency, representing Rice in an athletic or other official event.

Rice Honor Code

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at Rice. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at

http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Disability Support Services

If you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Support Services (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Syllabus Change Policy

This syllabus is a guide for the course and may be adjusted with advanced notice.

Course Schedule

INTRODUCTION TO BRAZIL

Monday, August 20, 2018

Why study Brazil?

Wednesday, August 22, 2018

Reading: *New York Times* or *Wall Street Journal*. Two stories of your choice on Brazil, one from the contemporary newspaper and one from the historical paper. Find the newspapers via the Fondren Library homepage: Research Guides--Newspapers.

Discussion: Brazil in the American Press: *New York Times* and *Wall Street Journal*

Friday, August 24, 2018

Reading: *Folha de S. Paulo, MercoPress, The Rio Times.* Three stories of your choice—one from each newspaper. Find the newspapers through Fondren Library libguide: Brazilian Studies: —Newspapers.

Discussion: Brazil in the Brazilian press

Monday, August 27, 2018

Reading: The Observatory of Economic Complexity – search for Brazil and explore the data presented

Discussion: Brazil's international trade

Wednesday, August 29, 2018

Presentation: "How do I find reliable and high quality current information on Brazil?"
Anna Shparberg, History Librarian, Fondren Library

Friday, August 31, 2018

Map Quiz: Major rivers, cities, states, forests, highlands, and regions of Brazil

BRAZIL IN THE ATLANTIC WORLD

A. Encounter

Wednesday, September 5, 2018

Reading: The Letter of Pero Vaz de Caminha, Canvas

Lecture & Discussion: Seeing an Atlantic World in 1500

Friday, September 7, 2018

Reading: *The Return of Hans Staden*, 1-47

Lecture & Discussion: Native Societies in 1500

Monday, September 10, 2018

Reading: *The Return of Hans Staden*, 48-102

Lecture & Discussion: Go-betweens

Wednesday, September 12, 2018

Reading: *The Return of Hans Staden*, 103-114

Lecture & Discussion: Cannibalism

B. Sugar Plantations

Friday, September 14, 2018

Reading: Antonil, "The Agricultural Wealth of Brazil in the Cultivation of Sugar," 15-38

Lecture & Discussion: Sugar

Monday, September 17, 2018

Reading: Antonil, "The Agricultural Wealth of Brazil in the Cultivation of Sugar," 39-44.

Lecture & Discussion: The Trans-Atlantic Slave Trade

Wednesday, September 19, 2018

Reading: Antonil, "The Agricultural Wealth of Brazil in the Cultivation of Sugar," 63-114.

Discussion: The Social World of the Plantation

C. The Brazilian Gold Rush

Friday, September 21, 2018

Reading: Antonil, "The Development and Wealth of Brazil by Gold Mining," 145-171.

Lecture & Discussion: Minas Gerais

Monday, September 24, 2018

Reading: Antonil, "The Development and Wealth of Brazil by Gold Mining," 172-186; 192-193.

Lecture & Discussion: Goiás and Mato Grosso

Wednesday, September 26, 2018

FIRST EXAM

RIO DE JANEIRO DURING THE TIME OF THE KING

Friday, September 28, 2018

Reading: Almeida, *Memoires of a Militia Sergeant,* 7-16.

Discussion: The Court Arrives in Rio

Monday, October 1, 2018

Reading: Almeida, *Memoires of a Militia Sergeant,* 17-107.

Lecture & Discussion: Spaces of the City

Wednesday, October 3, 2018

Reading: Almeida, *Memoires of a Militia Sergeant,* 108-169

Discussion: DH project using *imagineRio*

Friday, October 5, 2018

Reading: Debret lithographs and Ender watercolors of Rio—Shared Shelf Commons

Lecture & Discussion: How Travelers see Rio

Wednesday, October 10, 2018

Reading: two articles or two book chapters of your choice on Rio during the time of the king. Find the articles using JSTOR and the books using the Fondren Classic Library Catalog.

Lecture & Discussion: Telling a story through images and maps

Friday, October 12, 2018

Presentations—Posters, Prezis, or Powerpoints

Monday, October 15, 2018

Presentations—Posters, Prezis, or Powerpoints

BRAZIL IN THE NINETEENTH CENTURY

A. Coffee

Wednesday, October 17, 2018

Reading: Graham, *Caetana Says No,* 1-107.

Lecture & Discussion: Coffee Fazendas in Rio and São Paulo

Friday, October 19, 2018

Reading: Graham, *Caetana Says No,* 83-164.

Lecture & Discussion: Slavery in the 19th century

B. Railroads

Monday, October 22, 2018

Reading: Summerhill, "Railroads and the Brazilian Economy before 1914," JSTOR .

Lecture & Discussion: RRs and economic development in 19th century Brazil

C. The Abolition of Slavery

Wednesday, October 24, 2018

Reading: Schmidt-Nowara, "The Resurgence and Destruction of Slavery in Cuba, Puerto Rico and Brazil." Canvas.

Lecture & Discussion: How was Brazil's path to Abolition similar to and different from other Atlantic societies?

THE QUEST FOR MODERNITY

A. Republicanism

Friday, October 26, 2018

Reading: Klein & Luna, 1-51.

Lecture & Discussion: The Fall of the Empire and the first Republic

B. Modernist Art

Monday, October 29, 2018

Reading: Klein & Luna, 51-81; "The Canibalist Manifesto," Canvas

Lecture & Discussion: The Semana de Arte Moderna

C. The Vargas Era

Wednesday, October 31, 2018

Reading: Klein & Luna, Klein & Luna, 82-106

Lecture & Discussion: Coffee and the Brazilian Economy

D. Industrialization

Friday, November 2, 2018

Reading: Klein & Luna, 106-142

Reading: Lecture & Discussion: The Import-Substitution Model

E. Brasilia

Monday, November 5, 2018

Reading: Fraser, "Brasilia," Canvas

Lecture & Discussion: Modernism, Architecture, and Brazilian Identity

Wednesday, November 7, 2018

SECOND EXAM

MODERN BRAZIL

A. From Dictatorship to Democracy

Friday, November 9, 2018 -- NO CLASS!

Reading: Klein & Luna, 143-182

B. The Military Coup of 1964

Monday, November 12, 2018

Reading: Klein & Luna, 182-199; selections from *Torture in Brazil*, Canvas

Lecture & Discussion: The Military and Politics

C. The Brazilian Economic Miracle

Wednesday, November 14, 2018

Reading: Klein & Luna, 200-220

Lecture & Discussion: The Military and the Economy

D. Social and Demographic Change

Friday, November 16, 2018

Reading: Klein & Luna, 220-245

Lecture & Discussion: The Demographic transition

E. Abertura and the Return to Democracy

Monday, November 19, 2018

Reading: Klein & Luna, 246-288

Lecture & Discussion: The Debt Crisis, Privatization, and the Cardoso Plan

F. The PT

Wednesday, November 21, 2018

Reading: Klein & Luna, 289-311

Lecture & Discussion: Partido dos Trabalhadores

G. Corruption

Monday, November 26, 2018

Viewing: Netflix Series: The Mechanism, episodes 1 & 2

Lecture & Discussion: The Mechanism

Wednesday, November 28, 2018

Viewing: Netflix Series: The Mechanism, episodes 3 & 4

Discussion of final, five-page paper, serving as the course final exam. The paper topic is: Is the "Lava Jato" Scandal an Example of Brazilian Continuity or Change?

Friday, November 30, 2018

Viewing: Netflix Series: The Mechanism, episodes 5 & 6

Presentations of ideas for final papers and preliminary bibliography due

Wednesday, December 12, 2018

Final Paper due. Please hand deliver your final paper to my mailbox in the History Department, Humanities Building Room 326, on or before 4 pm December 12th. Your graded papers may be picked up in the History Department office at the beginning of the spring semester. Grades will be posted by December 19, 2018. As an emerbency backup, please post the final version of your paper on Canvas. N.B. I will only grade the printed paper placed in my mailbox on or before the due date.

Conventions for Exams

I. Honor Code: always scrupulously follow the directions for the exam.

II. Essays: always remember to write your exam essays in the standard format:

Introduction—address the question and state what you will argue

Supporting paragraphs—at least three, each of which develops a separate idea

Evidence—incorporate dates, names, places, events as appropriate to your argument; for my exams it is ok to use general dates: "in the first half of the eighteenth century" or "in the 1930s, following the collapse of the coffee economy" rather than specific dates. Similarly, last names, SPELLED correctly, are fine.

Conclusion—always end your essays with a paragraph that wraps up your argument

III. **Short Identifications**: always give the following, in paragraph form:

Who, What, Where, When, SO WHAT (i.e., significance)

Follow the directions given in the exam for delivering your exam to me. If requested to deliver a printed copy to me, please place it in my mailbox in the History Department, third floor Humanities Building on or before the due date and time. Do not place on my door or under my door.

Conventions for Papers

I. Honor Code: Scrupulously follow the Rice honor code.

Never: Pass off someone else's work, either in parts or in whole, as your own.

Remember: Extensive paraphrasing of the work of others, *even when carefully cited*, is not original work. Do not cut and paste text from your sources into your papers. Your writing must reflect your own thought process, your own imagination, and your own analytical skills.

II. Citations: Use footnotes or endnotes for your citations, not parenthetical citations. Footnotes and/or endnotes are easy to do in Word and are the standard of the historical profession. Footnotes and/or endnotes allow you to write comments, in addition to citing text. Follow the conventions of the *Chicago Manual of Style* and do not make up your own style. I recommend Zotero which allows you to keep track of your bibliography, and it will insert footnotes or endnotes into your papers in the proper format.

III. Conventions: Please note the following:

1. Include a bibliography that lists all sources consulted.
2. Cite all paraphrased and quoted material in your paper.
3. Use three **spaced** periods (ellipses) to indicate material that you have omitted in a direct quote, and avoid beginning or ending quotes with three periods.
4. If you change anything in your quote, place your changes in brackets ([ ]).
5. Indent (block) all quotations longer than three lines.
6. Indented (block) quotations do not need quotation marks.

IV. Presentation:

1. Prepare a title page
2. Number your pages

3. Staple your paper
4. Spell check your paper

Deliver a printed final copy of your paper to my mailbox in the History Department, third floor Humanities Building on or before 4:00 p.m. on the due date. Do not place your paper on my door or under my door.

Conventions for Posters, Prezis, Powerpoints

I. Honor Code: Scrupulously follow the Rice honor code.

Never: Pass off someone else's work, either in parts or in whole, as your own.

II. Images & Text

Use high-resolution images

Check to see that the image is in the public domain

Pay attention to design

Limit your on-screen text, and use your oral presentation to convey your ideas

III. Citations: Include a final slide/or section that cites your sources. This can be a simple bibliography compiled using the conventions of the *Chicago Manual of Style*.

IV. Conventions: Please note the following:

1. Include a title slide that has your name, course number, date, and the Rice logo
2. Cite all images and quotations as they appear
3. Use the same set of fonts, colors, etc. throughout
4. Number your slides
5. Spell check your presentation
6. Include a bibliography

Deliver a printed final copy of your presentation to my mailbox in the History Department, third floor Humanities Building on or before 4:00 p.m. on the due date. Do not place on my door or under my door.

My Conventions for Grading

I will use the following criteria to evaluate your work:

Focus on the question or issue: Does the paper/presentation address a stated question or issue?

Evidence: Do the examples support the argument sufficiently?

Organization: Is the paper/presentation organized logically?

Scope: Does the paper/presentation deal with important aspects of the question or issue?

Originality: Are there new ideas or interesting interpretations of the evidence?

Delivery: How well is the paper written? Or, How well was the presentation given? Do mechanical errors (spelling and poor grammar) detract from the quality of the ideas expressed?

My standards for grades:

A an extremely well-written or well-delivered paper/presentation that not only covers major points but does so in *an original and insightful way*. Few, if any, mechanical errors

B a *solid* and paper/presentation that demonstrates good understanding of the material. Some minor mechanical errors in spelling, grammar, or citation

C a paper/presentation that *lacks sufficient depth or focus*; such as flawed by poor organization, failure to integrate the evidence into a larger interpretation, or lack of sufficient evidence to support the argument. A paper with mechanical errors, such as typos, spelling mistakes, grammar problems, incorrect citations, or a weak bibliography

D a paper/presentation that attempts to address the topic but that shows no evidence of significant research, or that has major mechanical errors, such as spelling mistakes, grammatical errors, problematic citations, or no bibliography

F a paper/presentation that does not address the topic or that does not show evidence of research; a paper that was not turned in or a presentation that was not given